

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **A Home for a Dinosaur**

 Level: **17**

 Text type: **Procedural Recount**

 Running Words for Assessment: **253**

 Total Running Words: **379**

1. Reading Record

Book orientation: This book is a procedural recount about how two girls made a model of a dinosaur and its home.

Page	Text	E	S.C.	Errors	S.C.
03	Last week, our class read some books about dinosaurs.			M S V	M S V
	After that, we all had to make a home for a dinosaur.			M S V	M S V
	Abby and I worked together. We made a dinosaur			M S V	M S V
	home with trees, grass, and a shiny lake. Then, we			M S V	M S V
	made a dinosaur.			M S V	M S V
05	First, Abby blew up a balloon to make the dinosaur's			M S V	M S V
	body. Then, we ripped up some newspaper into long,			M S V	M S V
	thin strips. That was great fun! Next, Abby poured			M S V	M S V
	some glue into an old paint tray. I poured a bit of			M S V	M S V
	water over the glue and mixed the glue and water			M S V	M S V
together.			M S V	M S V	
07	Our next job was a sticky one! We dipped strips of			M S V	M S V
	newspaper in the glue and stuck the paper all over			M S V	M S V
	the balloon. We did this over and over again, until			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
	we couldn't see any of the balloon. All we could see was newspaper. Then, we left the balloon to dry.			M S V	M S V
				M S V	M S V
				M S V	M S V
09	The next day, Abby and I made the dinosaur's tail, head, and legs. First, we rolled up some newspaper to make a long, thin tail. Then, we rolled up more newspaper to make a neck with a little head on the end. We taped the tail and the neck onto the dinosaur's body.			M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
11	Then, we had to make the dinosaur's legs, so we rolled up smaller strips of newspaper. 214 After we had taped the legs onto the body, our dinosaur could stand up. For our next job, we needed some white paper towel. We ripped up bits of the paper towel, and glued them all over the dinosaur. 253			M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
Total					

2. Retell

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support Yes No
- Summarized main events/facts succinctly Yes No
- Retold main events/facts using text-specific vocabulary Yes No
- Retold main events/facts coherently and confidently Yes No

3. Comprehension Questions

Note: Please ensure the student has read the complete book before starting the comprehension questions.

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. What did the girls put in the dinosaur's home?

(trees, grass and a shiny lake)

2. What was the "sticky" job?

(They dipped strips of newspaper into the glue, then put them all over the balloon.)

3. How did the girls make the dinosaur's long, thin tail?

(They rolled up some newspaper.)

Inferential

1. Why did the girls use a balloon for the dinosaur's body?

(They could blow it up into the right shape and size.)

2. Why did they leave the balloon to dry after they had put the paper on it?

(It was so wet with glue that nothing else would have stuck to it.)

3. Why did they tape the head and tail to the dinosaur's body?

(That was the best way to make the head and tail stay on the balloon.)

4. Analysis

Reading Behaviours Observed During the Reading Record

Tick relevant boxes

1. Knowledge and skills

- Automatically recognized high-frequency words in the text
- Accurately decoded most text-specific vocabulary

2. Strategies

Able to process text effectively by:

- Predicting
- Searching for print details
- Self-correcting
- Attending to meaning
- Cross-checking to confirm

3. Fluency

- Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding
- Read some of the text with natural rhythm and phrasing, reflecting understanding
- Read the text with irregular phrasing, reflecting limited understanding
- Read the text word-by-word, reflecting limited or no understanding

Summary

Reading Record

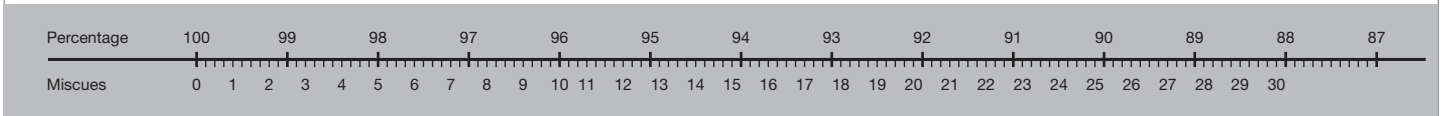
Errors		
M	S	V

Self-Corrections		
M	S	V

Accuracy: _____ %

S.C. rate: **1** : _____

Reading Level		
Independent >95%	Instructional 90–95%	Difficult <90%



Reading Behaviours Observed

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

Retelling Indicators

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension

Questions Answered Correctly			
Literal	1st	2nd	3rd
Inferential	1st	2nd	3rd

Level of Understanding		
Excellent 6	Satisfactory 4–5	Unsatisfactory 0–3

Recommendations for Future Development

Teacher: _____

Date assessment summary completed: _____

Refer to the Teacher's Resource Book for recommendations for future development.